DOCUMENT RESUME

ED 209 715 CS 503 670

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TITLE Strategies and Materials for a College Course in Communication and Aging.
PUB DATE Nov 81
NOTE 30p.; Paper presented at the Annual Meeting of the Speech Communication Association (67th, Anaheim, CA, November 12-15, 1981).

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS Adult Development; Aging (Individuals); Assignments; *Classroom Techniques; Communication Skills; Course Content; Gerontology; Higher Education; *Instructional Materials; *Interpersonal Relationship; Older Adults; Resource Units; *Speech Communication; *Speech Curriculum; Teaching Guides
IDENTIFIERS *Aging Education

ABSTRACT

The components of a college course on communication and aging are described and discussed in this paper. The first section of the paper focuses on appropriate assignments, their underlying strategies, and necessary materials for enhancing young people's communication with older adults and their appreciation of the situations that elderly people face. Subsequent portions of the paper provide a syllabus for a course on communicating with older adults, a quiz on the myths and realities of aging, a questionnaire designed to clarify different ways of defining oneself as old, guidelines for conducting an interview with older persons, the simulation of a chronic condition or age-related impairment (hearing or vision loss) and guidelines for writing a report about the experience, the procedures for assigning students to a "fantasy trip" to imagine and describe an age-related experience (such as retirement), an intergenerational communication map on which students indicate their interpersonal communication patterns with others, a list of popular music items whose subject matter is aging, suggested assignments for papers and studies on aging, and a case study for class discussion. A bibliography on aging also is included. (RL)

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STRATEGIES AND MATERIALS FOR A COLLEGE COURSE IN COMMUNICATION AND AGING

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PRESENTED AT THE 1981 SCA CONVENTION
ANAHEIM, CALIFORNIA
NOVEMBER 12, 1981

CS503670

Strategies and Materials for a College Course
in Communication and Aging

In American society today, there are decreasing enrollments of traditonal college students (18-22 years), increasing enrollments of nontraditonal (especially older) students, and increasing numbers of older adults in general (over 20 million Americans over 65 today and an estimated 30 million over 65 by the year 2000). Indeed, gerontology--that is, the study of aging--is an academic growth field for the 1980s if ever there was one. Therefore, it is imperative that we, as educators and researchers in the discipline of speech communication, do all we can to facilitate--and become a part of--this growth.

My intention is to discuss the strategies and materials I have been using for a course in communication and aging at Southern Illinois University-Edwardsville since 1976. The course carries four hours of credit and is offered to undergraduates and graduates (see item #1). The word, strategies, will be used in association with the word, assignments, because I wish to describe what I try to accomplish and how I go about it.

I start the course off with assignments that carry two objectives: to help students (1) to identify their present attitudes toward the aged and (2) to discover what implications enlightened attitudes have for the study of communication between young and old. One assignment is to administer a quiz on the myths and realities of aging (see item #2). Following the quiz, the correct answers are distributed. Then there is a discussion of the ways communication can be used to correct some of the misinformation about older adults. For example, the myth about widespread senility among people over 65

is easily disposed of through the presentation of scientific information about senility and old age. Also, there is discussion about the importance of communicating with older adults as if they were unique, choice-making human beings rather than as a large monolithic group of institutionalized non-humans, passive and disengaged.

A second assignment is to ask the students a series of hypothetical questions designed to disclose basic attitudes toward the aged. One set of questions is seen in item #3. Following this, there is a discussion about the significance of the different answers offered in response. For example, the questions about the kid sister and the grandmother going to the party inevitably trigger dramatic revelations about attitudes toward the integration of age groups. Many students, who perceive themselves as being quite liberal, are often quite rigid in their attitude as to what age groups ought to mix with one another. The discovery of this rigidity can come as a real surprise to a young person of 20 years.

Next in the course there are assignments which are designed to (1) to sensitize students to the experiences of their own, and others', aging, and (2) to help them to become aware of the communication problems--and opportunities--in relating to older adults. Students, for example, are given an opportunity to live in a nursing home for a 48 hour period of time and then write up, and discuss, their experiences. Reading about the life of an elderly resident in a nursing home is one thing; actually living that life, even if for a short period of time, is something far different.

Another assignment is to interview an older person and then write up--and discuss--what was learned (see item #4 for list of suggested interview questions). What is learned can relate to an older person's unique talents (e.g. chairmaking or storytelling). It also can relate to the ways a young

person can adjust to an older person's longer periods of silence and, in some cases, to the more limited nonverbal cues of the passive older adult.

Simulations of age-related impairments (e.g. hearing and vision decrements) may also be used to sensitize students to the experience of aging (see item #5 for details of this assignment). Following the simulation (usually it runs for 8 consecutive hours) there is discussion about frustrations the students experience in trying to maintain normal kinds of communicative contacts with roommates, family members, etc.

Finally, fantasy trips into the past and future (see item #6) are used to introduce the student to what his/her own aging experience has been--and will continue to be--throughout his/her lifetime. In the discussion which follows this activity, students gain some insights into what kind of older person they may become--mellow or feisty, resigned or combative, disengaged or active.

The last set of assignments which I use for my class are designed to help younger and older students to understand and practice communication skills in intergenerational contexts. The first assignment is purely experiential in nature. The class is invited to participate in a weekend survival-type camping trip (for some classes, it has been necessary to recruit parents and grandparents of the students in order to increase the age span). The camping experiences include caving, rappelling down and climbing up cliffs, fire-building, etc. It is multigenerational at its inception; eventually it becomes intergenerational. Students gather together, usually around an evening camp fire, to discuss their perceptions of shared experiences. They are then asked to write up--and discuss in class--the kinds of communication skills that are used, for example, by a 19 year camper and a 65 year old camper in trying to gain each other's trust in a paired rock climbing experience.

Other assignments used to develop communication skills in intergenerational contexts are:

(1) The dyadic communication exercise. In this, the students are paired, young with old, and asked to answer the same questions. The questions begin at a very safe level--e.g., "What is your name?"--and work up to more risky questions such as, "What kinds of fears do you have in touching people?" This exercise usually stimulates good discussion about the necessity for practicing active and non-judgmental listening in an intergenerational context.

(2) The family conversation. In this exercise, students role-play a request for the use of the family automobile. First off, one member is asked to be the 16 year old son and the other is asked to be the 45 year old father. The improvised conversation begins with, "Dad, can I use the car tonight?" and continues for a few minutes. Next, the two students are asked to assume themselves to be older. The 16 year old son is now a 45 year old adult child and the 45 year old father is now the aged parent of 74 years. The older parent begins this conversation with, "Son, I know you're concerned about my safety, but I'd like you to help me renew my driver's license," and the conversation ensues. The post-exercise discussion clarifies which communication skills can be used by parents and their children irrespective of their ages and which communication skills have to be modified because of the sensory impairments of older adults.

(3) The nonverbal communication exercise. In this exercise, pairs are made up of people whose ages represent a wide span. As in the weekend camping experience, it is helpful to recruit parents and grandparents. One member of the pair communicates a particular affect (e.g. sadness, happiness, etc.) through a facial expression. The other person guesses what the affect is and then mimics back to the partner his interpretation of that "face". The exercise

gives the partners an opportunity to practice the communication and interpretation of nonverbal facial cues. (Note: This exercise is based on an activity developed by Ms. Deanne Hillen as a graduate student in speech communication at SIUE.)

(4) The intergenerational communication map. (See item #7). This exercise is a modification of an idea developed by one of my colleagues, Dr. Rob Anderson of SIUE. It is designed to help students to identify the blockages which prevent younger and older family members from talking openly with one another and to discover ways of removing these blockages.

So much for the strategies I follow, and the materials I use, in the assignments for the course. I have attached two additional items, numbered 8-10, which should be self-explanatory.

If you have any questions about these strategies and materials please write me or call at: Southern Illinois University at Edwardsville, Speech Communication Department (Box 72-A), Edwardsville, Illinois 62026; (618) 692-3090.

List of items for paper, "Strategies and Materials for a College Course in Communication and Aging" as presented by Dr. Robert Hawkins of Southern Illinois University, Edwardsville at the Speech Communication Association Conference in Anaheim, California, on November 13, 1981.

Item #	Title
1	Syllabus for course as taught in the summer of 1981 plus references.
2	Quiz on myths and realities of aging (adapted from list distributed at University of Michigan Workshop on Psychology of Aging in summer of 1976).
3	Questionnaire designed to clarify different ways of defining yourself as old. [See Quest by Sarah Cirese (New York: Holt, Rinehard, and Winston, p. 353) for basic source upon which this questionnaire was based]. (Not included.)
4	Interview schedule (Adapted from notes taken in University of Michigan Workshop on Psychology of Aging in the summer of 1976.)
5	Simulation of chronic condition (Adapted from notes taken in University of Michigan Workshop on Psychology of Aging in the summer of 1976.)
6	Fantasy trips (An older you, etc.) [These are published in Aging and Awareness: A Kit to Enhance Awareness of Aging (Boston: Unitarian Universalist Association Press, 1975)]
7	Intergenerational Communication Map
8	Popular songs and albums on subject of the aged.
9	Special assignments for papers on studies in aging.
10	Case study for class discussion

SPC 465: Communication and Aging — Instructor: Bob Hawkins
Summer, 1981: Monday: 6 - 8:50pm + 2 hr. TBA
PB 0409

"The main thing in life is not to be afraid to be human."
--Casals (in his later years)

"It takes a long time to become young."
--Picasso (at age 87)

Harold (age 17): "What do you do all day?"
Maude(age 80): "I communicate!"
Harold: "You ....what?"
Maude: "Oh yes, I communicate with life!"
--paraphrased from script of the movie, Harold and Maude

Office hours and location

Location: Rendleman Building, Room 2104
Phones: Office-(618) 692-3090; home-(618) 465-2688
Office hours: Tues. and Wed. 1:30 to 3:30pm and other hours by appointment

Texts

Aging, Ageism and Society, Georgia M. Barrow and Patricia A. Smith (required); and Communicating With the Elderly, Vicki Friemuth and Kathleen Jamieson (optional). (Note: The Barrow and Smith book is in the Textbook Rental and the Friemuth and Jamieson book is available in the University Book Store.)

Course description

"Communication and Aging" is a 4 credit hour course designed (1) to analyze how aging affects communication across the life span, with special reference to the latter years, and (2) to investigate topics and issues relating to communication and gerontology. Class format consists of readings, lectures, films, exercises and simulations, and class discussions. My hope is that by the end of the quarter, students will have gained a general overview of the theories of human communication and aging and of the impact that aging has on communication.

Course goals

The goals of the course include helping students who wish to enter the professions of either gerontology or communication (or both) to develop:

1. A recognition of the importance of effective communication with the aged;
2. A recognition of the role that communication plays in helping us to age successfully;
3. An understanding of the myths and realities of aging and our attitudes toward aging and of the implications these factors have for human communication;
4. An awareness of the whole discipline of human communication, with special attention given to the skills of interpersonal communication;
5. An understanding of how the biological and socio-psychologial aspects of aging affect human communication.

Topics to be covered in the course

Myths and realities of, and attitudes toward, aging; impact of aging on intrapersonal and interpersonal communication, and public and mass communication; overview of the relationships between gerontology and communication; reminiscing as intrapersonal communication; situational rhetoric and age-related constraints; successful aging and communication; physical and social environments, with special reference to death and dying, and communication and aging; and aging, multi-generation families and interpersonal communication.

Assignments and grading

1. Keeping a Journal as a means of exploring aging

   Record your feelings about your own aging & your experiences with older adults throughout the course. Record your reflections on readings, discussions, films and exercises covered in class. Include an account and evaluation of the 14 hours spent outside of class (see assignment #2 below).

2. Getting Involved--Reaching out to the aged & learning from them (out of class activity)

   This is to consist of 14 hours to be spent at a local nursing home or senior center, recording a friend's or relative's oral history, or "getting involved" in another form with some older adults.

3. Successful Aging

   Write a 3-5 page paper exploring your philosophy of aging successfully. Be sure to tap whatever you learn as a result of the "getting involved" assignment (see assignment #2).

4. Class Presentation

   A creative expression of the culmination of your learning and insights as a result of this course. In every instance, some kind of oral report for this assignment is required.

5. Special assignment (for graduate students only)*

Percentage Grade Weightings

25%--Journal
**--Out-Reach, "Getting Involved" Project
20%--Successful Aging Paper
25%--Presentation
10%--Attendance & Participation
20%--Quizes over text
100%

*Graduate students will be required to do extra reading and report thereon in the journal (more information about this requirement will be given in class)

**Grade for this project will be absorbed in grades for other assignments

Schedule of Classes

Week #1 (June 22)

Getting acquainted--with each other and the interfacing disciplines of communication and gerontology

What does "old" mean?
- Exploring definitions
- Ageism

Chapters 1 and 2 in Barrow & Smith (B & S)

Week #2 (June 29)

What does "old" mean (continuation)
- Expectations, attitudes, stereotypes, and myths

Styles of aging: activity, disengagement, continuity and personality theories

Age-related changes and barriers to communication
- Psychological, social, and physical changes
- Overcoming barriers with special reference to perception problems in vision and hearing
- Coping with changes and losses

Chapters 4, 5, and 7 in B & S

Week #3 (July 6)

Aging and self--intrapersonal communication
- Journaling as a means of getting in touch with our own aging
- Oral history/life review
- "Nowness" throughout the life cycles

Chapter 3 in B & S

Week #4 (July 13)

Aging and others--interpersonal communication
- Exploring relationships
- Interbeing relationships
- Persons vs objects
- Family and friends
- Implications for self-disclosure and active and empathic listening

Quiz over Chapters 1, 2, 3, 4, 5, & 7 in B & S

Chapter 8 in B & S

Week #5 (July 20)

Aging and public communication
Situational rhetoric
Advocacy programs: impact on retirement, finances, and crimes against the elderly
Senior activism: Gray Panthers

Chapters 9, 10, 12, and 17 in B & S

Week #6 (July 27)

Aging and mass communications
Presentation of older adults in the media (Tv, radio, newpapers)
Use of the media by older adults

Quiz over Chapters 8, 9, 10, 12, and 17 in B & S

Week #7 (August 3)

Guests who are aging "successfully" and discussion

Chapters 6, 11, 14, and 16 in B & S

Papers on successful aging due

NOTE: Class will run to 9:50pm

Week #8 (August 10)

Class presentations

Journals due

NOTE: Class will run to 9:50pm

Item 2

MYTHS AND REALITIES OF AGING

True or False

1. T F Malnutrition is very common in older people.
2. T F In older people the senses of touch, pain, taste and smell are reduced.
3. T F The majority of aged no longer have any sexual activity or desires.
4. T F Visual and hearing impairments are common among the elderly.
5. T F As people age they tend to become more fault-finding, demanding, complaining, irritable and suspicious.
6. T F People naturally recognize they are old.
7. T F Most elderly can expect retirement to reduce their incomes by 50% or more from their pre-retirement levels.
8. T F Most of the elderly are dependent on public support.
9. T F While it is true that most older people experience a decline in functioning, they generally learn to compensate for these declines.
10. T F Learning new material becomes more difficult as you age.
11. T F Old people are happier in non-age-segregated housing.
12. T F Older people enjoy being around children and should be provided the opportunity to do so.
13. T F Medicare and medicaid have significantly reduced the burden on the aged of health costs.
14. T F Older people are conservative.
15. T F Most old people are capable of new adjustments when the situation demands it.
16. T F Television watching is more of a major leisure pursuit for the elderly than for any age group.
17. T F With regards to mental functioning, many declines experienced by the elderly are not apparent except under stress conditions.
18. T F The elderly may be more upset by a learning task than younger people, particularly where speed is required.
19. T F Most of the aged are lonely and isolated from their families and social relationships.
20. T F 30% of the elderly live in hospitals, nursing homes, or other institutions.
21. T F The majority of older people retain basic health at least through their 60's.

22. T F Aging is a continuous, but slow process.

23. T F Differing parts of the body age at different rates.

24. T F Older people are more vulnerable to diseases and accident.

25. T F Older persons who are ill need more than medical attention from health practitioners.

26. T F Many older people do not take care of their health because of economic reasons.

27. T F Older people have a loss of memory.

28. T F Aged persons tend to regress and become more like they were when they were children.

29. T F The basic needs of old people are different from those of young people.

30. T F Old people would prefer to live with their children, but in our society most adult children do not want their parents to live with them.

31. T F Intelligence, achievement, and ability decline steadily with aging.

32. T F Most old people prefer to be uninvolved in community affairs.

33. T F Older people need less than younger people.

34. T F Old age is a time of relative peace and tranquility.

35. T F The elderly receive considerably more aid from their children than they give when you consider all types of aid (financial, emotional, baby-sitting, etc.).

36. T F Senility is inevitable if a person lives long enough.

37. T F Those who work with elderly people should discourage discussion of death and dying.

38. T F Although older people often express their awareness of death in conversation, generally they are not fearful of death.

39. T F Most states' constitutions declare that a person becomes old when he or she reaches 65.

40. T F Old people have the same faults as anybody else.

41. T F There is something different about most old people: It's hard to figure out what makes them tick.

42. T F In general, most old people are pretty much alike.

43. T F Aging itself is <u>not</u> a disease.

44. T F Aging persons tend to be more like one another than other population age groups.

"Key" to Myths and Realities Questionnaire

1. Some nutritionists feel that there is insufficient scientific evidence to answer what is a complex question about nutritional status.

2. Generally true - however there's wide individual variation.

3. False - many have desires but lack of opportunity, or find activity and interest temporarily sidetracked by illness.

4. True - although many compensate well for such losses.

5. Not usually - unless they were that way earlier, or unless they suffered illness or losses which caused them to behave in this manner.

6. What does this mean: that chronological old people admit to being old? Several studies suggest that most OP* regard themselves as young, middle aged, anything but old.

7. According to data now several years old this is (or was) true.

8. False - if "public support means Welfare, General Assistance, SSI, Medicaid, Food Stamps and/or other programs for the "needy"; truer if it means Social Security and Medicare - for most OP, Social Security is most important source of dollars.

9. True - though some deny them to the end!

10. "More difficult"? perhaps, if the material is quite unfamiliar, must be learned rapidly and the learner is out of practice learning.

11. Some are, some aren't -- in surveys, the majority say they want a place of their own, but it's not clear how strongly they prefer age-segregated or age-integrated settings.

12. Some do, some don't.

13. The average OP pays more for medical care each year today than he did before Medicare (1965); however, these two programs have been a great help financially, for millions of OP.

14. True in some ways; false as a generalization, I believe; yet see Leo Simmons, The Role of the Aged in Primitive Society. He finds that a conserving attitude is widespread.

15. True - have done so for 60-100 years.

16. False - kids watch more.

17. True, but leaves open the question of what does decline.

18. With some caveats, true.

19. False, much survey evidence refutes both points.

20. False - 5% in Hawaii and on Mainland.

*OP = Older people (don't ask me older than what).

21. True--whatever "basic health" means.

22. Not true in every aspect, but generally so.

23. True

24. True if means "more likely to get"; not true, however, of "acute" conditions, which decline in old age, it seems.

25. Yes--and get them to explain why!

26. We believe this is true.

27. True and false - question is, what aspects of memory change?

28. False - except perhaps some increasing dependencies.

29. False - "Needs" are universal; however "developmental tasks" vary with age.

30. First part is false; second part (beginning with "but") is true--this is also true of the OP.

31. False

32. No evidence to prove that this is true, literally--though extent and type of involvement often change.

33. Less what, you may well ask!

34. For some, it no doubt is, for others a time of excitement; and still others, stress and sadness (etc.).

35. Not true, interestingly enough.

36. "Senility" describes behaviors caused by many different things and in any case, is not inevitable.

37. False--encourage it, if OP want to talk about death.

38. True.

39. False, no state (or U.S.) constitution does this, to my knowledge.

40. I dare say.

41. Remove the word "old" from this sentence, and it's true.

42. False--people probably become more differentiated as they age.

43. True - a natural happening.

44. False

EXPLORATIONS

13.1

Age Norms

a. Read through the list of activities and characteristics below. What do you think is the appropriate age for doing them? First, put down the first age or age range that comes to mind. Then go through the list again and think of possible exceptions (for example, one could be getting married at age seventy-eight, but it's not usual) and note any activities which you feel would be quite inappropriate, impossible, or ridiculous for an aged person. Note also any activities that you feel are all right for old ladies but not old men, or vice versa. Compare your responses to those of others in your class. Do you all agree?

rides a bicycle
travels around the world on a luxury liner
is learning Chinese
eats breakfast
drives a red sports car
is expecting first child
a couple living together but not married
is a grandparent
has preschool children
wears bifocals
is married, living with spouse
is a hospital volunteer
wears a bikini at the beach
is in medical school
is widowed
is earning his/her own living
has many friends
is fun to spend an evening with
is living alone
dyes hair
is attractive
engages in sexual intercourse at least twice a week
has a $20,000 mortgage on home
walks with a cane
goes barefoot all day

b. Assumptions about the elderly

Do you ever make any of the following assumptions about older people?

they are set in their ways
rigid
fuzzy in the head
lonely
childish
living in the past
boring
senile
disoriented
can't be taught new tricks

c. Suppose you and a friend are planning to go to a party together. Your friend asks if he can bring along a friend. What would you say? Suppose he wants to bring his kid sister along? What if he wanted to bring his grandmother?

Item 3

Appendix B

Interview Schedule for an Older Person or Couple

Suggestions for conducting the interview

1. Introduce yourself and sit close to your interviewee, even if this means moving a chair closer. Face the interviewee directly so that you can be seen clearly.

2. Before beginning the interview, thank the interviewee for participating. Tell him/her how much you appreciate their giving you this time.

3. Make some positive comment about the interviewee's clothes, appearance, or living quarters.

4. Talk clearly and somewhat slowly. Don't talk in loud tones, particularly if interviewee has a hearing aid.

5. If interviewee becomes depressed or angry during the interview, let him/her express the feelings. Try not to cut off the expression of feelings; instead reflect back to this person what he/she is feeling.

6. If interviewee appears tired, bored, you may want to end the interview early.

7. Your appearance should be neat. If possible, wear bright colors (reds and yellows especially). Also, if you are a woman, remember that bright facial make-up colors are more easily seen.

8. You might want to have blank pages already numbered with the 14 questions.

9. If your interviewee does not seem able to keep to the point or to answer the questions, you will not be penalized. Try to learn what you can about the person.

10. If the interview begins to be long you may skip questions. Do not push the older person.

Interview Schedule

1. Sex of interviewee _____

2. Age (approximate) _____

3. Marital Status _____

These first five questions are to be filled out after interview and only if they do not intrude on interviewee's privacy.

4. City in which interviewee currently lives _____

5. Past occupation (or present) — if this comes out in the interview

_____

Remember: Thank interviewee and express your appreciation. Explain that you will be asking some questions and writing down some of what the interviewee says.

1. I would like to ask you a few questions about yourself. I would be interested in knowing how long you have lived in _____ (name of town). (If you already know the answer to this question, you may skip it.)

2. I would also be interested in knowing how you spend a typical day and if there are some activities you particularly enjoy?

3. Are you fairly satisfied with the way you spend your days or are there some other activities in which you would like to participate?

4. Are there many community programs or activities specifically for persons who have reached retirement age?

5. How often on the average do you go out in the community? What form of transportation do you usually use?

6. Are there any friends you particularly enjoy seeing? How often do you visit? Do you usually go to their places, or do they come here?

7. Do many of your relatives live in your town?, in nearby towns? How often do you see them? (Note what relatives, if any, live with interviewee)

8. Do you think religion is more valued by older people in contrast to younger people?

9. Do you enjoy either television or radio? How many hours a day, or a week would you estimate that you spend listening or watching? Do you have any favorite programs?

10. How important do you think a formal education is in contributing to a satisfying life? (If they say education is not all that important, question them as to what they consider important).

11. In general, how would you describe your own health? Do you have any chronic health problems? (If your interviewee's religious views exclude consideration of illness, omit this question).

12. Is your doctor sensitive to your problems? Do you think doctors in general are sympathetic to health problems that confront people during the retirement years?

13. Many people who have reached the usual age for retirement are living on fixed incomes. Do you feel that politicians and others in public office understand the problems that can arise when someone is living on a low, fixed income? Do you think the politicians enact helpful legislation?

14. What in general do you think of young people today? Do you have any chances for contact with young people? Is there any particular message you would like to give to today's younger generation?

Option A

Choose one or more chronic conditions to impose on yourself by means of simulation, for six consecutive hours sometime between 8:00 a.m. and 8:00 p.m. on any day you select. Try to have considerable exposure to other people and a variety of situations. Information on chronic conditions is included in Appendix A of the syllabus. Simulation techniques will be discussed in class.

The paper should run to about 1000 words and should include the following topics:

i. A description of your condition should be given: (a) why did you choose your particular chronic condition? (b) how does it relate to the elderly person? And (c) how did you simulate it?

ii. An evaluation of the consequences of your condition should be included: (a) what situations did you explore—both social and non-social? (b) what were the effects of your condition on social relations as well as the effects of the physical environment on your condition? (c) what types of activities in your daily routine were altered most? least? (d) what were your reactions both to others and to the physical environment, and (e) if you gave up before six hours had passed, discuss why you did not continue.

iii. An evaluation should be included of the ways in which the environment—both social and non-social—might be changed to ameliorate your condition: (a) if you had had the handicap for several years, what kind of physical environment changes would you want? (b) what community resources would you have available and would you want to have available, and (c) how might your actions and feelings as well as those of others have differed from what you experienced?

Option

FANTASY TRIP
(Sample excerpt)

Imagine your last day on the job.....imagine what what your feelings are....imagine that you are cleaning your desk....or packing your tools....or packing to move to a retirement community or wherever you have chosen to spend your retirement....what are your feelings?

Imagine doing the things you had planned .... playing golf....going fishing....learning a new skill.... devoting time to a hobby....reading....whatever you plan to do when you retire and have time....what does it feel like when you first start?....Imagine your enthusiam.... imagine how it feels after a few weeks....after a few months....does it feel different?....do you enjoy doing these things as much?....more?....are you bored?.... frustrated?....does time pass quickly?....slowly?.... do you spend time reminiscing?

Imagine that it is a year or two after you have retired....imagine that you are talking with a friend who is still working....he or she tells you the gossip.... what is happening back on the job....do you miss it?.... do you feel left out or alien?....do you feel relieved?.... relieved to be out from the old rat-race?.... do you feel indifferent?....what are your feelings about the old job? ....imagine you are offered an opportunity to come out of retirement for five years because they have discovered that you and your skill are needed. ..what will you do? ....what are your feelings?

INTERGENERATIONAL COMMUNICATION MAP

Channel used in past (other person deceased) or channel expected to be used in future. – – →

Channel presently in use ——→

Channel presently in heavy use ⟹

You and A make equal number of overtures to each other. ←——→

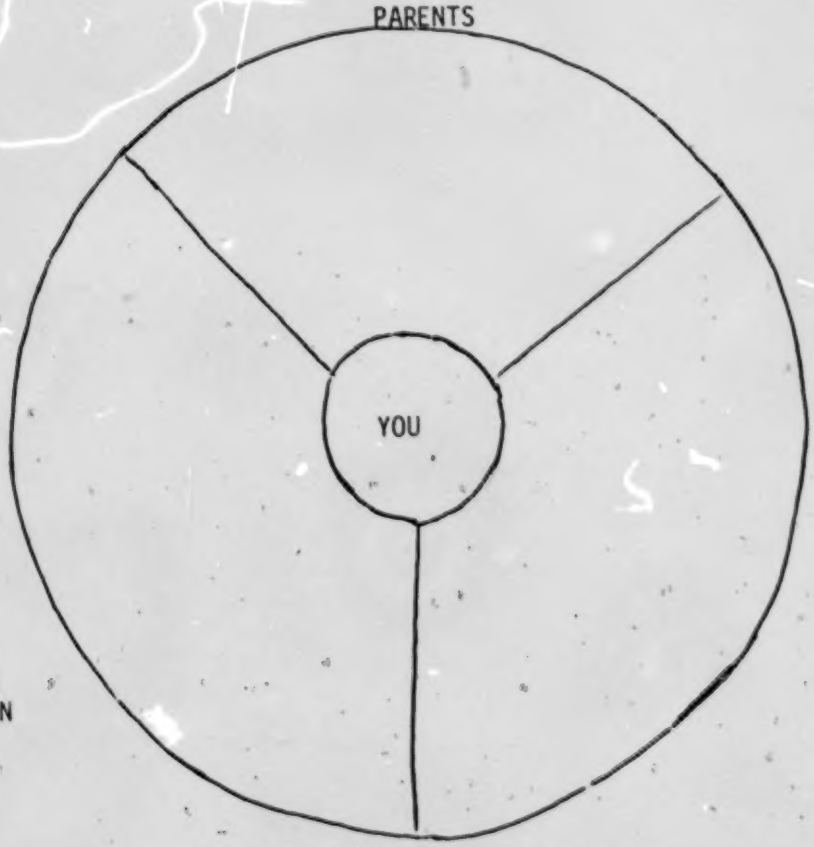
You make more overtures to A than A does to you ←——→ A

A makes more overtures to you than you do to A ←——→ A

Barrier due to differences in perception, attitudes, values —|→

Barrier due to difference in age —X→

Directions: Draw the arrows that indicate the significant interpersonal communication relationships you are having, have had, or expect to have with your children, parents, and grandparents. Confine yourself only to these relationships between you and others; do not indicate arrows for relationships that do not involve you. Be ready to discuss your map and especially the barriers you have designated. Also be ready to discuss the communication skills that will help you cope with these barriers.



(Prepared by Dr. R. A. Anderson
Associate Professor of Speech, and
modified by Dr. R.B. Hawkins, Professor
of Speech, Southern Illinois University)

POPULAR SONGS AND ALBUMS ON THE SUBJECT OF THE AGED

GROUP/ARTIST	SONG TITLE	ALBUM TITLE	COMPANY	RECORD #
America	This is for All the Old People	Holiday	Warner Bros.	W-2808
	Old Man Took	Holiday	Warner Bros.	
Beatles	The Long and Winding Road	(single)	Capital	2832
	In My Life		Capital	ST-2442
	When I'm Sixty-four		Capital	SMAS-2653
	Yesterday	The Beatles, Yesterday and Today	Capital	ST-2553
David Bowie	Golden Years		RCA	PB-10441
	Golden Years		RCA	APLI-1327
Harry Chapin	Taxi	(single)	Elektra	45006
	Taxi		Elektra	75203
	Cat's in the Cradle	(single)	Elektra	ELK-7E-1012
	Baseball Player and Ballerina	(single)	Elektra	ELK-4507
Chicago	Old Days	Volume 8	Columbia	PC033190
Jim Croce	Time in A Bottle	Photographs and Memories		QD-40006
Jerry Garcia	Olden in the Way			
Elton John	Sixty Years On		MCA Records	MCA-2012
	Sixty Years On		MCA Records	MCA-2015
	Talking Old Soldiers		MCA Records	MCA-2014
John Lennon		First solo album		
Paul McCartney	Treat Her Gently			
Bette Middler	Hello in There	The Divine Miss "M"	Atlantic	QD-7235
Joan Baez	Hello in There	Diamonds and Rust		QU-5427
Randy Newman	Old Man	Sail Away		
		Good Old Boys	Warner Bros.	MS-2193
Del Reeves	Grandma Was the Motor		United Artists	LA-364
Rolling Stones	Time Waits for No One	Rolling Stones	Rolling Stones Records	RLS-79107
Paul Simon		Still Crazy After All These Years	Columbia	PC-33540
Simon & Garfunkel	Voices of Old People	Bookends	Columbia	KCS-9529
	Old Friends	Bookends	Columbia	KCS-9529
Cat Stevens	Father & Son		A & M	4280, 4519

GROUP/ARTIST	SONG TITLE	ALBUM TITLE	COMPANY	RECORD #
Al Stewart	All Songs (especially Old Admirals)	Past, Present, and Future	S	7NS-8037
Stevie Wonder	Yester-Me, Yester-You Yesterday		Tamie	T-313L
Bill Withers	Grandma's Hands	Greatest Hits	Sussex	SRA-8037
Neil Young	Old Man		Warner	RPS-2032

THEME ASSIGNMENT

Below are topics or projects that you can do as a theme assignment. The themes are due at the end of the hour on Friday. You will have class time on Friday to write your themes. The themes should be written in ink and on one side of the paper. They will be graded on neatness, grammar, completeness and accomplishment of objective. If you have other topics related to aging that you would like to write about, you need to have them approved by me.

1. Students may write a report on "Great Old People". Some examples are Pablo Picasso, Earl Warren, Pablo Casals, Helen Hayes, and Fred Astaire. Students should research such aspects of the person's achievements in old age, his or her philosophy of life, and wheter the person did the same thing throughout life or if there were changes in career, life style, etc.

2. Students will do a Clippings Notebook for the duration of the unit. Students should clip from newspapers and magazine articles and pictures depicting old people. They should be assembled in a notebook. The student should write a short summary of the articles and explain what images of older people were presented.

3. Students should clip ads from ma azines and newspapers, and write brief descriptions of television comme cials. They should write about the frequency with which old people are portrayed and what images are projected of the various age groups?

4. Many songs have been written which deal with older people and various aspects of old age. (I have a list of many songs concerning old age.) Students can listen to these songs and write about the ideas that are expressed about aging in each song.

5. Students may observe their local area (the whole town, shopping areas, students' neighborhoods etc). They should write about difficulties for older people and write suggestions for improvement. Examples for improvements that they might look for include: available parking close to stores and business offices, store doors that are easy to push, well-lit but non-glare stairways, guard rails on bathtubs, non-slippery floors, and transportation service from their homes into shopping areas.

6. A student can visit a nuring home in the area and write about their experience. Their paper should include such areas as activities at the home for the residents, facilities available to the residents, activities outside of the home available to the residents and the physical aspects of the home.

7. A student can interview an older person and write about their interview. The student should find out where the person lives, what activities do they participate in, what programs does the community offer these people, the person's feelings on young people, and the person's memories of this that happened during his or her life.

Ellen Howe
— Wood River High School
Pat Hofeditz

CASE STUDY

A 68 year old convalescent psychotic had been assigned a psychologist as primary therapist, but the relationship between the two never really took firm root. The patient complained to his social worker that the clinic was not responsive to his needs. In the absence of the psychologist, the social worker requested a psychiatrist to consider prescribing medication on the spot, because of the patient's erratic behavior. The psychiatrist responded that since he was not the primary therapist, it was not "his" case and would have to await some appropriate disposition the next day.

The patient was on good terms with his physician because he sensed that the doctor understood his fear that his children might send him into a nursing home, but the physician was out of town on vacation (his department head had tried, but in vain, to persuade the physician to delay the beginning of his vacation by two days so he could attend a conference on special medical and social care for the aged). The patient was on even better terms with one of the cleaning ladies, a good hearted person who loved to listen between her clean-up chores.

That evening the patient talked briefly to his cleaning lady friend but the night nurse superviser told the lady to continue on with her cleaning duties. Following this, the patient broke into the clinic offices and smashed the furniture to pieces. At a special emergency staff meeting the next morning, the clinic director led a discussion on division of labor and the sharing of responsbility.

Directions: Each group designates persons to role play the following:

1. the patient
2. social worker
3. psychologist
4. psychiatrist
5. physician (called back from his vacation)
6. cleaning lady
7. clinic director

The clinic director calls the meeting to order and asks the question: What action should the team take?

(Note: Each group will have 2 additional participants who will serve as observers.)

Appendix D

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